

**CAMDEN ELEMENTARY SCHOOL FOR THE
CREATIVE ARTS**

1304 Lyttleton Street
Camden, South Carolina 29020

GRADES K-5 Elementary School

ENROLLMENT 517 Students

PRINCIPAL Ms. Lee Walker 803-425-8960

SUPERINTENDENT Herbert M. Berg, Ed.D. 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 66 | 16 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Unsatisfactory | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Unsatisfactory | Yes |

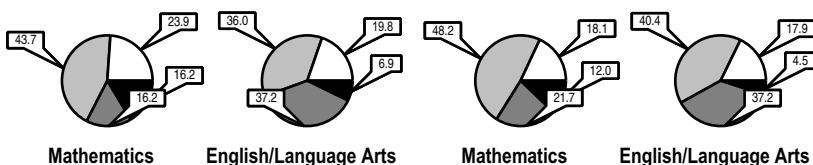
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|-------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|-------------------------------------------------------------|----------------------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 263 | 98.9 | 18.4 | 36.8 | 37.2 | 7.6 | 55.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 135 | 99.3 | 22.8 | 44.1 | 29.9 | 3.1 | 45.7 | | |
| Female | 128 | 98.4 | 13.8 | 29.3 | 44.7 | 12.2 | 65.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 125 | 100.0 | 5.0 | 30.0 | 50.8 | 14.2 | 75.0 | Yes | Yes |
| African-American | 127 | 100.0 | 30.6 | 44.4 | 23.4 | 1.6 | 36.3 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 211 | 98.6 | 13.6 | 36.2 | 42.2 | 8.0 | 61.8 | | |
| Disabled | 52 | 100.0 | 37.3 | 39.2 | 17.6 | 5.9 | 31.4 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 263 | 98.9 | 18.4 | 36.8 | 37.2 | 7.6 | 55.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 258 | 100.0 | 18.1 | 36.7 | 37.5 | 7.7 | 55.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 149 | 98.0 | 27.7 | 46.1 | 23.4 | 2.8 | 38.3 | Yes | Yes |
| Full-pay meals | 114 | 100.0 | 6.4 | 24.8 | 55.0 | 13.8 | 78.0 | | |

| | | | | | | | | | |
|---------------------------------------------------|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 263 | 99.2 | 22.7 | 43.8 | 16.7 | 16.7 | 49.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 135 | 100.0 | 26.6 | 41.4 | 12.5 | 19.5 | 43.0 | | |
| Female | 128 | 98.4 | 18.7 | 46.3 | 21.1 | 13.8 | 56.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 125 | 100.0 | 8.3 | 37.5 | 25.8 | 28.3 | 71.7 | Yes | Yes |
| African-American | 127 | 100.0 | 36.3 | 50.0 | 7.3 | 6.5 | 26.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 211 | 99.1 | 18.5 | 46.5 | 17.5 | 17.5 | 52.0 | | |
| Disabled | 52 | 100.0 | 39.2 | 33.3 | 13.7 | 13.7 | 39.2 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 263 | 99.2 | 22.7 | 43.8 | 16.7 | 16.7 | 49.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 258 | 100.0 | 22.2 | 44.0 | 16.9 | 16.9 | 49.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 149 | 98.7 | 35.2 | 45.8 | 9.9 | 9.2 | 30.3 | Yes | Yes |
| Full-pay meals | 114 | 100.0 | 6.4 | 41.3 | 25.7 | 26.6 | 74.3 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 86 | 97.7 | 15.2 | 21.5 | 48.1 | 15.2 | 63.3 |
| | Grade 4 | 102 | 100.0 | 33.3 | 43.0 | 20.4 | 3.2 | 23.7 |
| | Grade 5 | 94 | 98.9 | 27.3 | 46.6 | 26.1 | N/A | 26.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 75 | 98.7 | 14.9 | 28.4 | 40.5 | 16.2 | 56.8 |
| | Grade 4 | 85 | 97.7 | 16.9 | 27.7 | 51.8 | 3.6 | 55.4 |
| | Grade 5 | 103 | 100.0 | 20.6 | 52.0 | 25.5 | 2.0 | 27.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 86 | 100.0 | 10.1 | 32.9 | 24.1 | 32.9 | 57.0 |
| | Grade 4 | 102 | 100.0 | 36.6 | 38.7 | 10.8 | 14.0 | 24.7 |
| | Grade 5 | 94 | 98.9 | 25.0 | 54.5 | 6.8 | 13.6 | 20.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 75 | 98.7 | 10.8 | 58.1 | 23.0 | 8.1 | 31.1 |
| | Grade 4 | 85 | 98.8 | 19.0 | 35.7 | 16.7 | 28.6 | 45.2 |
| | Grade 5 | 103 | 100.0 | 34.3 | 44.1 | 8.8 | 12.7 | 21.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n= 517) | | | | |
| First graders who attended full-day kindergarten | 70.9% | N/C | 100.0% | 100.0% |
| Retention rate | 2.4% | Down from 5.0% | 2.8% | 2.7% |
| Attendance rate | 96.6% | Up from 94.6% | 96.4% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.9% | | 4.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.9% | | 3.0% | 3.5% |
| Eligible for gifted and talented | 21.3% | Down from 22.7% | 16.9% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 7.7% | Up from 7.3% | 8.5% | 8.2% |
| Older than usual for grade | 1.7% | Up from 1.4% | 0.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|-----------------------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 58.8% | Up from 50.0% | 52.6% | 51.4% |
| Continuing contract teachers | 88.2% | Up from 85.3% | 90.2% | 87.5% |
| Highly qualified teachers** | 96.6% | N/A | 94.7% | 95.0% |
| Teachers with emergency or provisional certificates | 6.1% | | 0.0% | 0.0% |
| Teachers returning from previous year | 82.3% | Down from 83.7% | 89.0% | 86.7% |
| Teacher attendance rate | 92.9% | Down from 96.3% | 95.1% | 94.9% |
| Average teacher salary | \$42,676 | Up 8.2% | \$40,901 | \$40,760 |
| Prof. development days/teacher | 13.0 days | Up from 11.7 days | 11.6 days | 12.4 days |

| | | | | |
|-----------------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 6.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.2 to 1 | Up from 20.4 to 1 | 20.0 to 1 | 18.9 to 1 |
| Prime instructional time | 86.2% | Down from 89.3% | 90.3% | 90.0% |
| Dollars spent per pupil* | \$5,639 | Up 9.5% | \$5,699 | \$6,044 |
| Percent of expenditures for teacher salaries* | 67.7% | Down from 71.5% | 65.8% | 65.9% |
| Opportunities in the arts | Good | Down from Excellent | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|-----------------------------------------------------|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 94.9% | 92.0% |
| Highly qualified teachers in high poverty schools** | 100.0% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year was again one in which arts integration was a primary focus. Interactive, creative teaching strategies and learning activities were utilized to enhance our students' achievements. Every effort was made to provide learning opportunities that integrate core curriculum and arts standards.

We were delighted to report Top 10 and 15 ranking in the state on 2003 PACT math and ELA, respectively. Additionally, Terra Nova grade 1 reading, language, and math, and grade 2 reading and math met our district achievement goals. Other accomplishments included artists-in-residence at each grade level, decreased discipline referrals, a City of Camden grant, implementation of Owls with Discipline, a 5th grade production of Sleepy Hollow, the 4th Annual Bloomin' Arts Festival, the SOAR intermediate reading intervention program, a part-time curriculum specialist, a new marquee, and a SACS self-study.

Our caring, professional staff continued to learn and grow, too. Staff members participated in inquiry-based science training, ELA and math best practices, reading strategies training, and the Spoleto Creative Teaching Institute. National Board certification was achieved by Lisa Duda and Lisa Semple. Susan Comisky, Lori Cooper, Tae Laney, and Lauren Hunt received their Master's degrees and Marti Boykin, Beth Brown, and Lynda Nelson, 30 hours above their Master's.

CESCA is a special place for our children and families - where children can "make their mark."

Lee Walker, Principal
Lori Elliott, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 29 | 69 | 49 |
| Percent satisfied with learning environment | 89.7% | 79.4% | 91.5% |
| Percent satisfied with social and physical environment | 92.6% | 69.6% | 73.5% |
| Percent satisfied with home-school relations | 75.0% | 81.2% | 73.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.